

# **Canada School of Public Service**

**2004 – 2005**

**Departmental Performance Report**

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The Honourable Reg Alcock  
President of the Treasury Board  
and Minister responsible for the Canadian Wheat Board

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## **SECTION I – OVERVIEW**

## Minister's Message

I am pleased to present the Departmental Performance Report of the Canada School of Public Service (the School) for 2004–2005.

The public service requires a highly skilled, well-trained and professional workforce, one that meets the requirements of modern public sector management. The Treasury Board portfolio, which is comprised of the Treasury Board Secretariat, Public Service Human Resources Management Agency of Canada and Canada School of Public Service, share a common objective of attracting, retaining and preparing the workforce that Canadians need to deliver the Government of Canada's priorities and programs.



The School was launched on April 1, 2004. Since that time, people at the School have worked to consolidate three organizations while also harmonizing products and services to address common learning needs within the public service.

There have been significant challenges in this transition, particularly as the business model for the School has been reviewed and debated by senior management and myself. In some cases, this debate resulted in the delay of important decisions on the development of the School as the consolidated, accessible institution it needs to be to serve learning needs in the public service.

I would like to thank Janice Cochrane, who served as President of the School during its creation and first year of operation and adeptly managed operations throughout the transition. Change management is a challenge in any organization, and Janice successfully carried the School through not only a change in structure, but also the initial transition to a much broader mandate.

In May 2005, Ruth Dantzer was appointed President of the School. Ruth takes on a range of new challenges as we work to detail how the School will support the management agenda of the government and address learning needs of public servants. These challenges will be addressed with a heightened awareness of the critical role learning plays in building the capacity of the public service - now and for the future - and in improving the results we deliver for Canadians.

I look forward to the School's evolving contribution to strengthening the public service.

Reg Alcock  
President of the Treasury Board  
and Minister responsible for the Canadian Wheat Board

## Management Representation Statement

I submit for tabling in Parliament, the 2004–2005 Departmental Performance Report (DPR) for the Canada School of Public Service.

This document has been prepared based on the reporting principles contained in the Treasury Board of Canada Secretariat's *Guide for the Preparation of 2004-2005 Departmental Performance Reports*:

- it adheres to the specific reporting requirements;
- it uses an approved Program Activity Architecture;
- it presents consistent, comprehensive, balanced and accurate information;
- it provides a basis of accountability for the results pursued or achieved with the resources and authorities entrusted to it; and
- it reports finances based on approved numbers from the Estimates and the Public Accounts of Canada.



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Ruth Dantzer

President and Chief Executive Officer  
Canada School of Public Service

## Summary Information

### Department's Raison d'être

The Canada School of Public Service (CSPS) provides one-stop access to the common learning that a modern 21<sup>st</sup> century public service needs to effectively serve Canada and Canadians. Common learning includes the core knowledge, competencies and skills that all public servants require to effectively perform their duties.

By ensuring that public servants have access to the common learning they need, the School contributes to building and maintaining a modern, high quality, well-managed and professional public service and achieves its legislative mandate to:

- promote pride and excellence in public service;
- foster a common sense of purpose, values and traditions in the public service;
- support the growth and development needs of public servants;
- provide the learning opportunities public servants require to build the knowledge, skills and competencies they need to do their jobs effectively;
- assist deputy heads meet the learning needs of their organization; and
- pursue excellence in public sector management and public administration.

Amendments to the *Canadian Centre of Management Development Act* establishing the Canada School of Public Service came into force on April 1<sup>st</sup> 2004. The School's legislative mandate is available at <http://www.myschool-monecole.gc.ca/about/>. Additional electronic references are identified in Section IV – Other Items of Interest.

### Total Financial Resources

Planned	Total Authorities	Actual Spending
\$77,568	\$85,594	\$79,448

### Total Human Resources

Planned	Actual	Difference <sup>1</sup>
600 FTE	733	133

<sup>1</sup> The difference in total human resources is explained primarily by an increase in the School's activities and business demand (e.g. the number of teachers required was higher than planned).

### Summary of Performance in Relationship to Departmental Strategic Outcomes, Priorities and Commitments

Strategic Outcomes	2004–2005 Priorities/ Commitments	Type	Planned Spending \$000	Actual Spending \$000	Expected Results and Current Status
<b>Knowledge Acquisition</b>	Pursue Partnerships	Ongoing	3,386	8,851	<ul style="list-style-type: none"> <li>▪ CSPS is a centre of expertise for the federal public service and partnered with leading adult learning institutions.</li> <li>▪ <u>Status</u>: Met/ongoing work required.</li> </ul>
<b>Knowledge Transfer</b>	Focus on Learning	Ongoing	74,182	70,597	<ul style="list-style-type: none"> <li>▪ CSPS is a focal point for meeting the common learning needs of the public service.</li> <li>▪ <u>Status</u>: Met/ongoing work required.</li> </ul>
	Ensure Clients have a Voice in the School	Ongoing			<ul style="list-style-type: none"> <li>▪ CSPS provides learners with a voice on how to better address federal public service learning needs and influence the School’s strategic directions.</li> <li>▪ <u>Status</u>: Met/ongoing work required.</li> </ul>

As a new organization the School had also established, within its priorities and plans for 2004-2005 but outside the structure of strategic outcomes, a focus on management excellence as a priority. Resources for these activities were within the School’s corporate services functions and therefore amounts are included in the allocation to both strategic outcomes.

<b>Building the School/ Management Excellence</b>	Manage change, build an integrated team and create a modern organization	Ongoing	n.a.	n.a.	<ul style="list-style-type: none"> <li>▪ Ensure the School is well structured/positioned to deliver its management strategic outcomes</li> <li>▪ <u>Status</u>: Significant progress, but not fully met in 2004-2005 as resource pressures meant deferral of important projects.</li> </ul>
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## Overall Departmental Performance

### Environment

The Government of Canada is committed to a 21<sup>st</sup> century public service that grows human capital, nurtures innovation and manages knowledge as a strategic asset. The public service operates in a dynamic environment where training and learning are increasingly viewed as an investment essential to achieving excellence in the provision of services to Canadians.

The School is one of the three organizations within the Treasury Board portfolio, which also includes the Treasury Board Secretariat (<http://www.tbs-sct.gc.ca/>) and the Public Service Human Resources Management Agency of Canada (<http://www.hrma-agrh.gc.ca/>). Each organization has a unique role to play in supporting the Treasury Board in its capacity as employer and management board.

The Canada School of Public Service (CSPS) was created on April 1<sup>st</sup> 2004 when the legislative provisions in Part IV of the *Public Service Modernization Act* were proclaimed in force. The School amalgamates three founding institutions – the Canadian Centre for Management Development (CCMD), Training and Development Canada (TDC) and Language Training Canada (LTC).

The School is an active partner, with federal departments/agencies, in the development and provision of learning opportunities and a part of the broader commitment by the Government of Canada to public service excellence and continuous learning. Our aim is to bring a more unified approach to meeting the common learning and development needs of public servants, such as training in financial and human resources and information management, procurement and other professional development areas, orientation to the public service, ethics and values, supervision/ leadership/management practices and official languages training.

Additionally, three issues affected the School's operating environment in 2004–2005:

- Learning Priorities – the School worked intensively throughout the year with its TBS and PSHRMAC partners to clarify common learning requirements for the public service and to define the School's specific mandate in serving the learning needs of federal public servants. These learning needs are integral to the government's initiatives to strengthen public sector management, as highlighted in both Budget 2004 and Budget 2005. The commitment to upgrade management skills and accountabilities through orientation, retraining and strengthening competencies in the key areas of financial management, human resources management and sustained professional development of specialists in procurement, human resources, finance and internal audit, has meant that the School has focused on re-orienting its curriculum to serve these requirements.
- Funding Framework – the School initiated work with TBS to develop a financial framework that will support common learning in the public service.



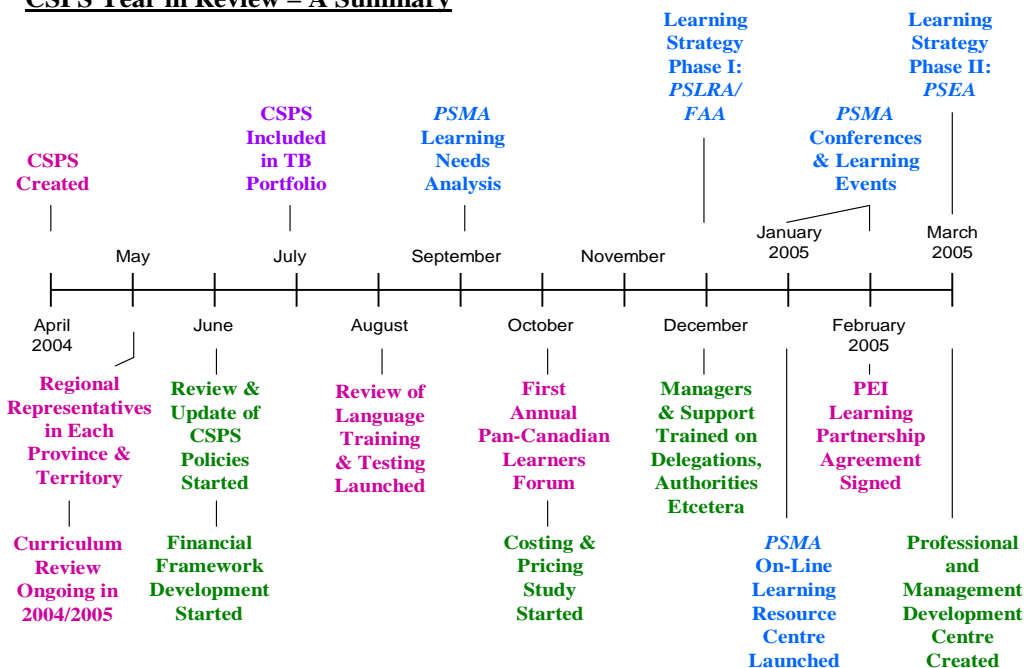
- Language Training – PSHRMAC, with the School, the Public Service Commission (PSC) and senior leaders from several departments and agencies examined language training and language testing issues through a consultative review process. For the School, the review’s findings with respect to language training will be a basis for future action as to how best to ensure effective language training in the public service.

## CSPS Performance

The School was up and running on April 1<sup>st</sup> 2004. Significant work to implement new business practices and to further integrate CSPS systems, processes and infrastructure, initiated at the end of 2003-2004, was continued in 2004-2005. Considerable progress was made during the year to implement the Government of Canada’s public service management agenda through learning initiatives. The figure below and the tables that follow highlight specific achievements in 2004-2005 against the commitments identified in our Report on Plans and Priorities.

It should be noted that although the School experienced success in some priority areas, the development of harmonized systems and infrastructure for the new organization was limited due to resource pressures. Some key activities, such as the completion of the learner registration system, the CSPS web site and the harmonization of our information management and technology platforms, were therefore delayed. In hindsight, a benefit of this delay is that, as funding becomes available, the School will be better able to define its needs as an integrated organization and to build systems suited to evolving needs.

### CSPS Year in Review – A Summary



<p><b>Knowledge Acquisition</b><sup>1</sup></p>	<p><u>Pursue Partnerships</u>: The aim is to improve the accessibility of our learning products and services by piloting new approaches, based on strategic opportunities that will enhance the national delivery of learning opportunities to individual public servants.</p> <ul style="list-style-type: none"> <li>▪ Regional representatives were established in each province and territory to build relationships and provide primary points of contact outside the National Capital Region.</li> <li>▪ A delivery partnership was piloted through the <i>PEI Learning Partnership Agreement</i> in February 2005, which is a collaboration among the PEI Federal Council, Veterans Affairs Canada, Holland College, the University of PEI, the Prince Edward Island Government and the School to bring accessible, affordable and relevant learning to all public servants in Prince Edward Island.</li> <li>▪ Local partnerships and Memoranda of Understanding were established with federal departments/agencies to ensure courses are more accessible and affordable.</li> <li>▪ A strategy and national pilot project were developed to explore the delivery of professional development, public administration and leadership courses to federal public servants by community colleges; while the pilot project was deferred due to financial pressures, our network of regional representatives are now the lead in continuing to pursue partnerships with community colleges on a regional, bottom-up basis.</li> </ul> <p>At another level, work was undertaken to develop strategic alliances that support a broader understanding of public sector governance issues:</p> <ul style="list-style-type: none"> <li>▪ Closer relationships were developed with the Commonwealth Association for Public Administration and Management, the International Institute of Administrative Sciences and the Organization for Economic Cooperation and Development. Plans to launch an initial, joint research initiative in 2004–2005 were deferred due to funding pressures.</li> </ul>
<p><b>Knowledge Transfer</b><sup>2</sup></p>	<p><u>Focus on Learning</u>: The aim is to ensure that our learning products and services are relevant to the common learning needs of the public service and strike a better balance between leadership development and management skills.</p> <ul style="list-style-type: none"> <li>▪ The School worked closely with TBS, PSHRMAC, PSC, our departmental colleagues and individual learners throughout 2004–2005 to implement <i>PSMA</i> measures:</li> </ul>

<sup>1</sup> Additional details are provided in Section II/Sub-Activity: University and Community Colleges in Program Activity: Develop, Manage and Disseminate Knowledge Products and Sub-Activities Client Services and Regional Services Delivery in Program Activity: Manage the Provision of Learning Services.

<sup>2</sup> Additional details are provided in Section II/Sub-Activity: Knowledge Management in Program Activity: Develop, Manage and Disseminate Knowledge Products and Sub-Activities Client Services and Regional Services Delivery in Program Activity: Manage the Provision of Learning Services.

	<ul style="list-style-type: none"> <li>– developed a Learning Strategy comprising a blend of e-learning courses, conferences, seminars and formal classroom learning to help managers and human resources professionals implement the <i>PSMA</i>;</li> <li>– launched Phase I of the Learning Strategy in December 2004 focused on key elements of the <i>Public Service Labour Relations Act</i> and changes to the <i>Financial Administration Act</i>, which entered into force in March 2005;</li> <li>– coordinated <i>PSMA</i> conferences and events across the country that were supported by classroom and on-line courses designed to provide both managers and human resources professionals with a more detailed understanding of the new human resources management regime.</li> <li>– launched Phase II of the Learning Strategy in March 2005 focused on the <i>Public Service Employment Act</i>, which entered into force in December 2005.</li> </ul> <ul style="list-style-type: none"> <li>▪ While it is too early to report on results in departments and agencies, <i>PSMA</i> learning activities to-date have reached: <ul style="list-style-type: none"> <li>– over 2,150 public servants who participated in ADM briefings, consultations, smaller departmental interventions and a major <i>PSMA</i> conference;</li> <li>– over 35,000 visitors who consulted the <i>PSMA</i> Learning Resource Centre<sup>3</sup> on the School's website; and</li> <li>– over 1,330 managers and human resources professionals across Canada who participated in at least one of our <i>PSMA Accountabilities and Responsibilities</i> (P101), <i>Enabling Skills for PSMA</i> (P102) and <i>Preparation for PSMA Trainers</i> (P103) classroom courses.</li> </ul> </li> <li>▪ The breadth of CSPA learning programs were reviewed to establish new curricula aligned with the <i>PSMA</i> and with the needs of senior leaders, managers, expert clusters (such as, human resources, finance, procurement, materiel, real property and information management) and new public servants.</li> </ul>
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<sup>3</sup> The *PSMA* Learning Resource Centre is a component of the Learning Strategy, developed and supported through a partnership with CSPA, TBS, PSHRMAC and the Public Service Commission. The Learning Resource Centre is designed to support the learning needs of all public service employees in preparation for the coming-into-force and ongoing implementation of the *PSMA*. Details are available at [http://www.myschool-monecole.gc.ca/psma-lmfp/index\\_e.html](http://www.myschool-monecole.gc.ca/psma-lmfp/index_e.html).

	<p><u>Ensure Clients have a Voice in the School:</u> The aim is to build networks and provide learners with opportunities to input their views on learning needs as the School went through its first year of operation.</p> <ul style="list-style-type: none"> <li>▪ Federal Councils, our department/agency colleagues and individual learners were engaged in a dialogue about their perspectives on the common learning requirements for federal public servants.</li> <li>▪ A Pan-Canadian Learners Forum was held in October 2004, which provided learners and the Regions with a voice on how to better address federal public service learning needs.</li> </ul>
<p><b>Building the School/ Management Excellence</b><sup>4</sup></p>	<p><u>Manage Change, Build an Integrated Team and Create a Modern Organization:</u> The aim is to ensure the School is well structured and positioned to deliver its mandate and strategic outcome.</p> <ul style="list-style-type: none"> <li>▪ CCMD, TDC and LTC were successfully integrated in order to build one team, focused on one mission.</li> <li>▪ Important governance and organization structure changes were implemented and the essential human resource infrastructure of the School was established. Work is ongoing to further streamline and align the organization's structure with its mandate.</li> <li>▪ Work is ongoing to implement new corporate systems, processes and infrastructure.</li> <li>▪ A management improvement plan was developed and a major review and update of CSPS policies was implemented. Work on the development of a new financial framework for the organization is ongoing.</li> </ul>

In summary, CSPS support of the Government of Canada's common learning objectives for the public service contributes to the broader achievement of the commitments outlined in Canada's Performance 2004 ([http://www.tbs-sct.gc.ca/report/govrev/04/cp-rc\\_e.asp](http://www.tbs-sct.gc.ca/report/govrev/04/cp-rc_e.asp)). CSPS, with our portfolio and other learning partners, provides access to the common learning and experiential opportunities that are essential to ethical practice, evidence-based decision making and efficient/effective government operations.

The detail of CSPS reporting in the 2004–2005 Departmental Performance Report is based on the Program Activity Architecture (PAA). The table below provides a crosswalk in the reporting structure as these apply to our Report on Plans and Priorities commitments and Business Lines used for previous reporting in 2004–2005.

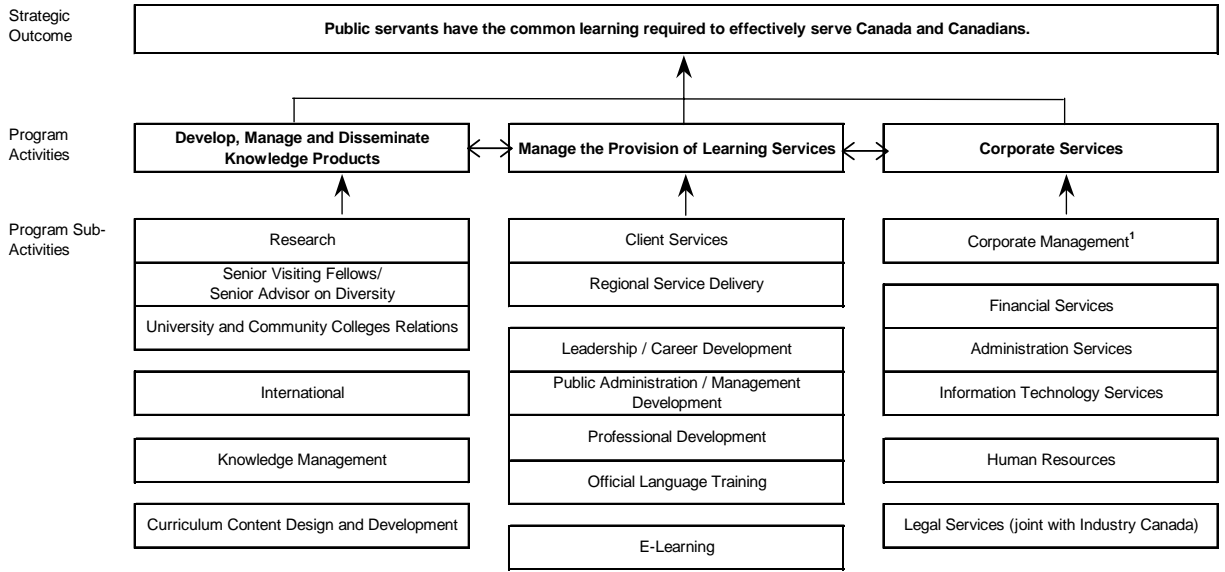
<sup>4</sup> Additional details are provided in Section IV/Program Activity: Corporate Services.

2004 - 2005			
	Develop, Manage and Disseminate Knowledge	Manage the Provision of Learning Services	Total
<b>2004-2005 Priorities/ Commitments</b>	<ul style="list-style-type: none"> <li>▪ Focus on Learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Pursue Partnerships</li> <li>▪ Focus on Learning</li> <li>▪ Ensure Clients have a Voice in the School</li> </ul>	n.a.
<b>Former Business Line:</b> CSPS contributes , through learning, to building, and maintaining a modern, high quality, professional public service that is able to deliver results for Canadians.			
<b>Related Financial Information<sup>5</sup>:</b>	<b>\$000</b>	<b>\$000</b>	<b>\$000</b>
Main Estimates	6,028	23,313	29,341
Planned Spending	3,386	74,182	77,568
<i>Total Authorities</i>	6,914	78,680	85,594
Actual Spending	8,851	70,597	79,448

The figure below presents the 2004–2005 Program Activity Architecture (PAA) of the Canada School of Public Service. For planning and reporting purposes, the PAA structure provides a more consistent and systematic means of aligning expected results, key CSPS activities, the resources used and the results achieved. As the School evolves into its mandate of serving common learning needs of the public service, work will continue to develop the CSPS business model and to refine the alignment of sub-activities identified in the School’s approved PAA. It will also work to develop the performance measures associated with the expected results under the PAA. As noted, infrastructure and systems harmonization has not kept pace with the development of the organization and many of the inputs required to assess performance are not yet developed.

<sup>5</sup> These figures are explained in detail in **Table 3, Voted and Statutory Items**. In short, differences arise from the fact that Main Estimates figures are based on the former Canadian Centre for Management Development, while Planned Spending, Total Authorities and Actual Spending are based on the complete CSPS structure.

Department/  
Agency Canada School of Public Service



**Note:** <sup>1</sup> Includes the Board of Governors, offices of the President and the Senior Vice-President, Policy, Planning, Audit and Evaluation, and Communications.

**SECTION II –  
ANALYSIS OF PERFORMANCE BY  
STRATEGIC OUTCOME**

This Section highlights the School’s performance in 2004–2005 and the contributions to the achievement of our strategic outcome. The reporting framework used here is the CSPA PAA.

**Strategic Outcome:**

Public servants have the common learning required to effectively serve Canada and Canadians.

**Program Activities:**

**Develop, Manage and Disseminate Knowledge Products**

Through its knowledge and research centres, the School develops, manages and disseminates leading edge knowledge relevant to its mandate, in order to position itself as an internationally recognized centre of expertise in public administration, public sector management and adult learning.

This program supports priorities and plans by realigning learning products to provide a better balance of learning opportunities for managers, functional experts, employees that are new to the public service and public servants in general and to implement a new business model that better meets the needs of learners and the government they serve.

**Financial Resources (\$000):**

Planned Spending <sup>1</sup>	Authorities	Actual Spending
\$3,386	\$6,914	\$8,851

1 Includes Main Estimates (from CCMD), Supplementary Estimates and other authorities. Also includes adjustments in 2004-2005 for the Canada School of Public Service, to include the Public Service Commission’s Training and Development Canada and Language Training Canada. Planned spending, Total Authorities and Actual Spending are based on the complete CSPA structure. Figures in the table are adjusted to include internal activities, which were previously grouped into the two strategic outcomes presented in the 2004-2005 Report on Plans and Priorities.

**Human Resources**

Planned	Authorities	Actuals
62 FTE	76	14

Major accomplishments in 2004–2005 include:

- detailed work with TBS and PSHRMAC to implement the *PSMA* and to develop the employer’s common learning agenda;
- ongoing work on curriculum review to align the School’s program and service offerings with the employer’s common learning requirements for the public service; and,
- development of key research publications, including *Managing Canada/US Relations*, which served as the basis for a study tour by senior leaders.



The School worked closely to support its TBS and PSHRMAC partners throughout 2004–2005 to clarify common learning requirements for the public service and to define the School’s specific mandate in serving the common learning needs of federal public servants. This work is critical to positioning the School for the future and to rolling-out new, more relevant, accessible and affordable learning opportunities and implementing a new business model that will contribute to the viability and sustainability of School operations.

The following highlights the results achieved in 2004–2005 by Program Sub-Activity.

**Knowledge Management Program Sub-Activity:**

Knowledge Management is critical to positioning the School for the future. Working with TBS, PSHRMAC, other stakeholders and colleagues within the School, the aim is a recommended program of common learning selected to support accountabilities and responsibilities that is driven by the Management Accountability Framework, leadership competencies and government priorities and in which success is measured on the basis of meeting public service-wide learning objectives.

<b>Proposed Expected Result</b>	A well-managed knowledge and information system to support decision making and development of effective learning methodologies.
<b>Proposed Measure</b>	Extent to which new knowledge, information and expertise increases the breadth of the School’s services and efficient use of its knowledge.

PSMA Implementation

In 2004–2005, CSPS delivered Phase I of a Learning Strategy designed/developed in conjunction with our *PSMA* partners:

- conducted a needs analysis to determine *PSMA* learning needs and identify the appropriate target populations (Summer/Fall 2004);
- designed and developed three *PSMA* foundation/corporate classroom products to ensure that the human resource professional, manager and bargaining agent target populations received an overview of the enabling skills required to implement the spirit and the intent of the modernization initiative and the basic knowledge to make them aware of their roles and responsibilities under the new legislation;
- delivered these three *PSMA* learning products to approximately 1,300 learners in the National Capital Region and across Canada between February and March 2005;
- designed and developed engagement activities including conferences entitled *Moving Forward on PSEA: Focus on Staffing* for 870 participants, a large symposium entitled *PSMA On the Move* in January 2005 for 540 participants, as well as several Deputy Minister/Assistant Deputy Minister/Agency Head gatherings;
- designed, developed and launched the *PSMA* On-Line Learning Resource Centre in January 2005. By March 31<sup>st</sup>, 35,000 visits were made to the site to consult *PSMA* specific information, course/event details and schedules, links to our partners’ sites and to consult *PSMA* policies, directives, guidelines etc.

- designed, developed and piloted, with Justice Canada, a process to help organizations develop *PSMA* implementation plans, change management approaches and learning strategies; and
- started the review of all existing learning products to ensure they were *PSMA-friendly/compliant* and revised those with *Public Service Labour Relations Act/Financial Administration Act* components prior to the coming into force of the *PSMA* legislation on April 1<sup>st</sup> 2005.

### Common Learning

- partnered with TBS, PSHRMAC and other stakeholders to develop and test the compendium of common learning needs in consultation with interested parties both in the National Capital Region and other regions;
- contributed, with portfolio partners, to the establishment of a series of working committees to support the development of a new learning framework, including the definition of required training, audiences, roles and responsibilities;
- designed and tested an integrated management information system for all CSPS business sectors to track performance in product delivery, client participation and financial and qualitative results;
- reviewed and updated CSPS policies on intellectual property and copyright and initiated the design of a framework and guidelines for implementation;
- continued to merge CSPS library campus components and to standardize the School's information management, enhancing compliance with Management of Government Information policy through the creation of an integrated records classification system;
- implemented a learner evaluation (level one - reaction) process/client feedback centre and developed a database to capture, retrieve and disseminate qualitative program information; and
- evaluated a blended learning approach for the design and development of learning products to better serve the common learning and development needs of public servants functional experts and communities of practice.

### **Research Program Sub-Activity:**

The School conducts research and analysis and publishes documents on topical issues concerning public administration, public sector management, governance, learning and leadership. This research is developed through a network of international and domestic partnerships. The results achieved contribute directly to School priorities with respect to public service common learning needs and the pursuit of partnership opportunities.

<b>Proposed Expected Result</b>	Research products are used in the public service and public administration community and are integrated internally to strengthen course curriculum and new learning methodologies/initiatives developed by CSPA.
<b>Proposed Measure</b>	Number of research products distributed and feedback from users, including the extent to which research products are integrated into the curriculum.

Research publications – by product line and subject – are available at [http://www.myschool-monecole.gc.ca/Research/publications/index\\_e.html](http://www.myschool-monecole.gc.ca/Research/publications/index_e.html).

### Action Research

Action research involves practitioners, academics and experts working together over a short time period on issues of immediate relevance to managers. These projects make leading-edge knowledge available quickly so that it can be applied to the work environment and incorporated into CSPA classrooms, learning events and on-line learning products. In 2004–2005:

- two action research publications were released on Managing Canada-United States Relations; and
- two action research roundtables were launched on creativity and organizational memory.

Two action research projects were delayed because of research support constraints and competing priorities.

### Governance Research

The School’s governance research agenda started in November 2002. It is an ongoing, multi-year program that feeds directly into School learning programs. One publication, *The Horizontal Challenge: Line Departments, Central Agencies and Leadership*, was released in 2004–2005. Other publications on a Canadian model of the public service, modernizing government accountability and comparative smart practices in public management will appear in the summer 2005.

### Learning and Leadership

The 2004–2005 learning and leadership research program focused on language training to support the School’s efforts in the development of new training tools and approaches and the Language Training Centre undertook research on language training to support the School’s efforts in the development of new training tools and approaches. In addition, an impact assessment was completed on *Diversity: Vision and Action*, the School’s flagship course on promoting diversity and employment equity. Additional information on the course is available at [http://www.myschool-monecole.gc.ca/corporate/course\\_e.asp](http://www.myschool-monecole.gc.ca/corporate/course_e.asp) and the impact assessment will be available on the School’s website in the Fall.

### **Senior Visiting Fellows Program Sub-Activity:**

The School benefits from the knowledge and expertise of highly experienced individuals from the public service, academia and the private sector. The Fellows collaborate on research projects and activities related to the School's priorities and have an opportunity to expand their knowledge while enriching the School through research, study and teaching.

<b>Proposed Expected Result</b>	Contributions to new research or learning initiatives.
<b>Proposed Measure</b>	Number of new initiatives brought forward (including the number of collaborative efforts/contributions with other parts of the School) and feedback from users.

In 2004–2005, Senior Visiting Fellows continued work on Canada-United States Relations: A Learning and Governance Perspective and the new management accountability framework and modern comptrollership.

The School re-profiled the Fellows Program in 2004–2005 to attract candidates from a larger group within the executive community.

### **Universities and Community Colleges Program Sub-Activity:**

The relationship between the School and universities comprises four key elements: creating learning pathways between the public service and Canadian schools and programs of public administration; building stronger research linkages; connecting with the public administration discipline and its efforts at succession planning; and fostering discussion between senior practitioners and members of the academic community.

<b>Proposed Expected Result</b>	Leadership in strengthening public administration programs in Canadian universities and community colleges.
<b>Proposed Measure</b>	Number and nature of signed partnership MOUs/accreditation agreements.

The School organized the 18th Annual University Seminar and the second CSPPS/Canadian Association of Programs in Public Administration (CAPPA) Symposium. The University Seminar brings together university researchers and teachers specializing in public administration and fosters dialogue on developments, changes, and innovations in the Public Service of Canada. The Seminar featured the annual Manion Lecture; Dr. Jorge Castañeda, former Mexican Minister of Foreign Affairs and candidate for the Presidency in 2006, spoke about North America in the 21<sup>st</sup> Century. The CSPPS/CAPPA Symposium provides for a discussion of the issues facing the Public Service of Canada, and an opportunity for CAPPA members to inform practitioners of the developments within the discipline of public administration.

In 2004–2005, the School developed a strategy to strengthen the relationship with community colleges. Partnerships with community colleges across Canada were explored but due to financial pressures and the emergence of the School's province-by-province service delivery

network, community colleges were advised that the School was unable to proceed with MOUs and a planned pilot project. The School is committed to working with the community colleges but in keeping with the School's efforts to build regional representation, a more regionally-based approach will be pursued and led by the School's regional representatives.

Other achievements in 2004–2005 are:

- launch of a new edition of the Federal Public Service in-Residence program for the 2005–2006 academic year; and
- assignment of a senior public servant mentor students under the Young Mentorship Initiative, which is aimed at mentoring young scholars and promoting their consideration of public service career opportunities.

**International Research Program Sub-Activity:**

Work continued to build active research linkages with institutes and public administration networks worldwide in order to expand the School's public administration and governance research capacity. Closer relationships were developed with the Commonwealth Association for Public Administration and Management, the International Institute of Administrative Sciences and the Organization for Economic Cooperation and Development. Plans to launch an initial, joint research initiative in 2004–2005 were deferred.

<b>Proposed Expected Result</b>	Remain at the leading edge of knowledge about best practices in public sectors around the world and contribute to the international recognition of the School as a premier public sector learning organization.
<b>Proposed Measure</b>	Number and nature of signed partnership MOUs with sister organizations and other key international organizations. Projects underway to help globalize the Canadian public service and build the capacity of public sectors in other countries.

**Manage the Provision of Learning Services**

In order for Canadians to be served by a modern, high-quality, well-managed, professional public service, public servants need access to learning opportunities that will equip them with the knowledge, competencies and skills required for modern public sector management and administration.

Through its Leadership and Career Development, Professional Development, Public Administration and Official Languages learning centres, the School manages the provision of a wide range of evidence-based learning services to meet the common learning needs of public servants. The Centres provide expert advice to departments and agencies on the development of learning strategies and how to create the conditions that allow learning to thrive.

<b>Proposed Expected Result</b>	Provision of learning opportunities that equip public servants with the knowledge, competencies and skills required for modern public sector management and administration.
<b>Proposed Measure</b>	Extent to which learning products and services are aligned with the government's expectations for modern public service management, public service leadership competencies and government priorities.

### Financial Resources (\$000):

Planned Spending <sup>1</sup>	Authorities	Actual Spending
\$74,182	\$78,680	\$70,597

<sup>1</sup> Includes Main Estimates (from the Canadian Centre for Management Development only), Supplementary Estimates and other authorities. Also includes adjustments in 2004-2005 for the Canada School of Public Service to include the Public Service Commission's Training and Development Canada and Language Training Canada. Planned Spending, Total Authorities and Actual Spending are based on the complete CSPS structure. Figures in the table are adjusted to include internal activities which were previously grouped into the two strategic outcomes presented in the 2004-2005 Report on Plans and Priorities.

### Human Resources

Planned	Authorities	Actuals
538 FTE	657	119

This program activity is integral to the recognition of the School as the Government of Canada's centre of expertise and a leader in the provision of the learning products and services to meet the common learning needs of public servants. In 2004–2005, the Learning Services program activity focused on the essential transformations required to align the School's products and services to meet the timelines for *PSMA* implementation and the initial rollout of common learning opportunities. Learning Services supports School priorities for the:

- provision of relevant, accessible and affordable learning services;
- continued development of the partnership approaches and the implementation of a province-by-province service delivery network that meets the learning needs of federal public servants across Canada; and
- ongoing consultations to identify/confirm learner needs and to target the School's communications and marketing initiatives.

Learning Services accomplished a great deal in 2004–2005. However, delays in activities such as the completion of the School's learner registration system and website and the harmonization of our information management and technology platforms had important implications for the School's operations and an impact upon our ability to engage learners, increase their awareness of the School's product/service offerings and expedite the registration process. The completion of these items is a priority identified in the CSPS Report on Plans and Priorities 2005–2006.

The following highlights the results achieved in 2004–2005 by Program Sub-Activity.

**Client Services Sub-Activity:**

Client Services is the focal point for managing the School’s overall relationship its clients and the ongoing liaison with learners. This sub-activity is the primary point of entry to the School for departments, regions, communities, international clients and individual learners. Client Services focuses on the pursuit of partnership opportunities, ensuring clients have a voice in the School and knowledge transfer.

Proposed Expected Result	Timely, accessible service to course registrants, special event participants and client departments.
Proposed Measure	Extent to which the School provides <i>one-stop</i> access to its clients for advice on learning strategies/investments, course offerings/customized learning, registration, confirmation of registration and payment.  Client satisfaction with the service.

Major accomplishments in 2004–2005 include:

- secured the partnership that permitted the design and delivery of the Aboriginal Governance in Canada: Challenges and Prospects Series;
- as part of a strategy in the regions to establish a province-by-province service delivery network for the School’s products and services, piloted a delivery partnership through the *PEI Learning Partnership Agreement* in February 2005, which is a collaboration among the PEI Federal Council, Veterans Affairs Canada, Holland College, the University of PEI, the Prince Edward Island Government and the School to bring accessible, affordable and relevant learning to all public servants in Prince Edward Island; additional information on the Agreement is available at [http://www.myschool-monecole.gc.ca/about/newsltrs/mar\\_05\\_e.html](http://www.myschool-monecole.gc.ca/about/newsltrs/mar_05_e.html).
- held a Pan-Canadian Learners Forum in October 2004 which provided learners and the Regions with a voice on how to better address federal public service learning needs ([http://www.myschool-monecole.gc.ca/events/special/pancan/index\\_e.html](http://www.myschool-monecole.gc.ca/events/special/pancan/index_e.html));
- supported the national delivery of 22 *PSMA* implementation learning events to over 2,100 public servants, technical briefings on the *Public Service Labour Relations Act* and *Public Service Employment Act* consultation sessions as well as major Management Accountability Framework sessions in Montreal and Toronto and at Atlanticom in New Brunswick; and
- continued to strengthen CSPA management practices by initiating work to establish a new business model for the School which includes business process mapping, time tracking and costing/pricing to ensure that our learning products and services are accessible and affordable.

**Regional Services Delivery Sub-Activity:**

The School has eight regional offices in Halifax, Moncton, Quebec City, Montreal, Toronto, Winnipeg, Edmonton and Vancouver. These regional offices offer all of the School’s learning products and services, including the development of customized products and services, to federal public servants across the country.

In 2004–2005, the School established regional representatives in each province and territory. These representatives are relationship builders and the School’s primary points of contact outside the National Capital Region. Their key responsibilities are to:

- participate in regional meetings with Federal Council and stakeholder groups that are focused on learning and development in the public service and assist with learning needs assessments; and
- organize regional meetings of the School’s Pan Canadian Learners Forum to bring together federal public service representatives from various organizations, communities and networks.

<b>Proposed Expected Result</b>	Accessible learning activities in the regions.
<b>Proposed Measure</b>	Number of learning activities offered in the regions and participation rates, and the extent to which they are tailored to meet participants’ needs. Feedback from participants.

With the creation of the School on April 1<sup>st</sup> 2004, regions needed to implement important changes to streamline organizations and reinforce the CSPA commitment to *one team, one mission*. At the same time, regions were the frontline in 2004–2005 as *PSMA* learning opportunities were rolled-out. Key achievements included:



<b>Atlantic Region</b>	<ul style="list-style-type: none"> <li>▪ undertook negotiations to establish partnerships in the four Atlantic Provinces;</li> <li>▪ signed the delivery pilot, <i>PEI Learning Partnership Agreement</i> in February 2005; and,</li> <li>▪ established partnerships and Memoranda of Understanding to ensure courses are more accessible and affordable.</li> </ul>
<b>Quebec Region</b>	<ul style="list-style-type: none"> <li>▪ piloted a learning community project to reduce the registration and travel expenses of 200 managers.</li> </ul>
<b>Ontario Region</b>	<ul style="list-style-type: none"> <li>▪ surveyed federal public servants to identify their learning requirements and develop a better understanding of their needs;</li> <li>▪ feedback from two sessions of the Regional Learning Forum reinforced the importance of the School and its role in the departmental community within the region; and</li> <li>▪ delivered a Management Accountability Framework learning event for 60 participants from various departments.</li> </ul>
<b>Prairies Region</b>	<ul style="list-style-type: none"> <li>▪ pursued regional partnership opportunities and signed Memoranda of Understanding (renegotiated, renewed or extended) with three post secondary educational institutions for language training;</li> <li>▪ worked with clients to make learning opportunities as cost effective as possible by promoting cooperation within/among departments and encouraging departments to provide co-facilitators, facilities, etc. thereby reducing out of pocket client costs.</li> </ul>

### **Leadership and Learning Centres**

The Leadership and Learning Centres cluster is comprised of the Leadership and Career Development, Public Administration Development, the Professional Development and the Language Training sub-activities. The Leadership and Learning Centres work closely together to:

- assist the employer identify and meet public service common learning requirements;
- support PSHRMAC's implementation of *PSMA* provisions;
- assist in the review of the School curriculum, rationalize current course offerings and develop a new, integrated suite of course and product offerings;
- implement partnerships and alternate, or blended, learning methodologies to enhance the effectiveness and reach of the School's learning activities;
- in concert with the overall marketing and outreach strategy, undertake integrated marketing and business development activities to promote the School and its course and product offerings, and
- work with central agencies to support the comprehensive review and development of modern approaches to official languages training.

## Leadership and Career Development Sub-Activity:

The challenge for the Public Service of Canada is to create a cadre of executives and managers who are superb leaders with a passion for serving Canada and Canadians. Leadership and Career Development focuses on helping public servants develop their leadership competencies and supports career development in the public service. Courses are organized around three themes: foundation courses assist executives and managers at different levels begin to develop their leadership competencies, leading change courses focus exclusively on leading change in a public sector environment and strategy specific courses that focus on the leadership required for specific public service strategies.

<b>Proposed Expected Result</b>	Strengthened leadership competencies of federal public service managers.
<b>Proposed Measure</b>	Feedback from participants regarding the extent to which course/learning component has strengthened their leadership competencies. Extent to which participants feel they are able to apply the skills they have learned in their job.

In 2004–2005, the Leadership and Career Development Sub-Activity:

- redesigned the senior leaders program modeling it after the structured learning programs offered to senior leaders in other large organizations;
- expanded the learning programs for Deputy Ministers and ADMs and, working with the Privy Council Office, developed programs for Heads of Agencies, senior officials appointed to departments/agencies from outside the public service and Ministers<sup>6</sup>;
- worked closely with PSHRMAC to identify the common learning needs of public servants related to the Management Accountability Framework, which positioned the School to develop training products and services that responded to those learning needs;
- developed common curricula for all executives in key functional areas such as human resources and financial management;<sup>7</sup> and

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<sup>6</sup> For example, the new Orientation and Continuous Learning Program for Heads of Federal Agencies (HFAs) was first offered in February 2005. Open to all heads of federal agencies, including those who are newly appointed and those with more experience leading federal agencies, the two-day session examines how government operates, the management context for federal agencies and HFAs accountabilities. The Program features peer-to-peer discussion highlighting best practices and the challenges of agency leadership.

<sup>7</sup> The inaugural Senior Leaders' Briefing on Financial Management and Accountabilities was presented in March 2005. Designed exclusively for DMs, Associate DMs, and ADMs, this briefing examines financial authorities and accountabilities. A similar Senior Leaders' Briefing on Human Resources Management and Accountabilities is being developed for early in 2005.

- delivered the learning component of corporate career development programs such as the Management Trainee Program, the Career Assignment Program and the Accelerated Executive Development Program and extended the use of the learning components of these programs by making them available to the general population of executives/managers.

## Public Administration Development and Professional Development Sub-Activities:

These sub-activities focus on helping public servants to develop their public administration/management and professional competencies. The priority in 2004–2005 was to ensure the alignment of all learning programs and course offerings with the *PSMA/Management Accountability Framework* common learning requirements for the public service.

<b>Proposed Expected Result</b>	Strengthened the public administration / management skills of federal public servants.  Strengthened generic and job-specific skills training within the public service and functional communities in particular.
<b>Proposed Measure</b>	Feedback from participants regarding the extent to which public administration/management skills have strengthened their skills in these areas.  Extent to which participants feel they are able to apply the skills they have learned in their job.  Feedback from participants regarding the extent to which courses strengthened their generic and job-specific skills in the related area of the course offering.  Extent to which participants feel they are able to apply the skills they have learned in their job.

Specific achievements in 2004–2005 included:

- reviewed all products across 20 learning programs to ensure the Management Accountability Framework was appropriately referenced and developed a cross-walk between the various elements of the Management Accountability Framework in preparation for curricula development;
- developed and distributed a brochure highlighting all CSPA Management Accountability Framework courses – this tool proved very popular as it facilitated client selection of courses appropriate to Management Accountability Framework learning needs; and
- streamlined operations/increased efficiency by integrating the former Public Administration Development Centre and Professional Development Centre organizations to create the Professional and Management Development Centre effective April 1st 2005.

## Official Languages Training Sub-Activity:

The focus of the School's six language training centres is on developing learning programs and providing second official language skills to public servants who require these skills to ensure their work environment is bilingual and that Canadians are served in the official language of their choice. In 2004–2005, the National Capital Region Language Training Centre and regional

language training operations celebrated their 40<sup>th</sup> anniversary. Over that time, more than 100,000 public servants have received second-language instruction.

<b>Proposed Expected Result</b>	A language training delivery model that provides language training programs to ensure public servants meet the second official language requirements for their position.
<b>Proposed Measure</b>	Quality of language training and success rate of participants in Second Language Evaluations.

In 2004–2005, Official Languages Training operated at full capacity serving 5,295 students, two-thirds of whom were trained in the regions. One-third of the overall training delivered was statutory.

Changes to the Official Language policy, which came into effect on April 1<sup>st</sup> 2004, contributed to an increase in the number of requests for statutory language training. As a result, the waiting list of candidates on standby for language training in 2004–2005 increased 26% from 1,150 at the beginning of year to 1,445 at the end of the year, despite the increased number of students served and the additional funding provided in the Action Plan on Official Languages. At the same time, the School (*responsible for training*), and the Public Service Commission (*responsible for testing*), with the PSHRMAC (*responsible for official languages policy*) and senior leaders from several departments and agencies conducted a Review of Language Training and Testing in the Public Service. The aim was to develop a vision for the future and identify new training and testing models. Recommendations are expected in early 2005.

### **E-Learning Sub-Activity:**

The School develops and implements new learning methods, including computer-assisted learning and distance learning (e.g.: web-casting and videoconferencing) through its e-learning sub-activity. *Campusdirect* (<http://www.campusdirect.gc.ca>) is a three-year pilot project to develop an electronic public service-wide learning infrastructure. Launched April 28<sup>th</sup> 2003, the e-learning arm of the School is now accessible to over 140,000 learners at both the federal and provincial levels.

Operated on a corporate licence or individual annual subscription basis, *Campusdirect* provides unlimited access to over 150 courses in the e-learning library including off-the-shelf courses from multiple vendors as well as unique courses developed specifically for public service employees.

<b>Proposed Expected Result</b>	Number of <i>Campusdirect</i> courses accessed and number of programs with e-learning components.
<b>Proposed Measure</b>	Extent to which new knowledge, information and expertise increases the breadth of the School's services and efficient use of its knowledge.

Achievements in 2004–2005 include:

- designed, developed and launched the *PSMA* On-Line Learning Resource Centre in January 2005 – 35,000 visits were made to the site by March 31<sup>st</sup> to consult *PSMA* specific information course/event details and schedules and the links to our partners' sites to consult *PSMA* policies, directives, guidelines etcetera<sup>8</sup>;
- recorded a subscriber base of 9,247 at December 2004 with 21,705 courses launched and 45,209 courses added to individual learning plans;
- received positive feedback from focus group participants on the inclusion of the e-learning library in the course *Essentials for Managers* – this is an excellent example of the School's commitment to blended learning; and
- recognized internationally by Mexico, China and Brazil and now by the Commonwealth of Learning, which was established in 1988 by the 48 countries of the British Commonwealth.

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<sup>8</sup> The *PSMA* Learning Resource Centre is a component of the Learning Strategy, developed and supported through a partnership with CSPS, PSHRMAC, TBS and the Public Service Commission. The Learning Resource Centre is designed to support the learning needs of all public service employees in preparation for the coming-into-force and ongoing implementation of the *PSMA*. Details are available at [http://www.myschool-monecole.gc.ca/psma-lmfp/index\\_e.html](http://www.myschool-monecole.gc.ca/psma-lmfp/index_e.html).

## **SECTION III – SUPPLEMENTARY INFORMATION**

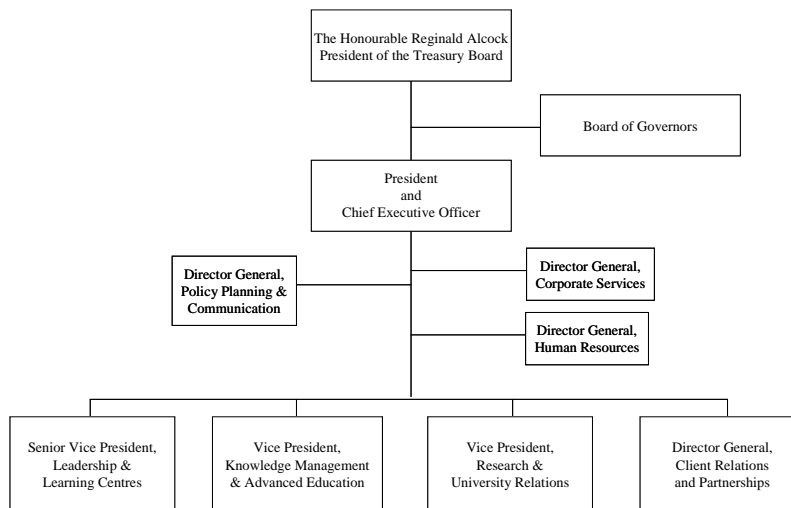
## Organizational Information

The School is a departmental corporation whose legislative mandate flows from the *Canada School of Public Service Act* (the former *CCMD Act*, as amended by the *Public Service Modernization Act*). The School's most significant flexibilities, as a departmental corporation, are:

- **Revenue Responding Authority – 18(2)**  
Subject to any condition imposed by the Treasury Board, the revenue from fees received by the School in a fiscal year through the conduct of its operations may be spent by the School for its purposes in that, or the next, fiscal year.
- **Staffing Authority – 15(2)**  
Despite subsection (1), the President may, on behalf of the School, appoint and employ teaching and research staff and may, with the approval of the Treasury Board, establish the terms and conditions of their employment, including their remuneration.
- **Intellectual Property Management Authority – 18(1)**  
The Board may, with the approval of the Treasury Board, prescribe the fees or the manner of determining the fees – (b) to be charged by the School when selling, licensing the use of or otherwise making available any copyright, trade-mark or other similar property right held, controlled or administered by the School.

## Organization and Accountability

The School's activities contribute to a single strategic outcome ensuring that public servants have the common learning required to effectively serve Canada and Canadians. The figure below highlights the elements of the organization.





## Responsibility

The School is comprised of five organization clusters:

- |  |   |
|--|---|
| <b>Corporate Management</b>                        | <ul style="list-style-type: none"><li>▪ The President's Office</li><li>▪ Policy, Planning and Communications</li><li>▪ Corporate Services</li><li>▪ Human Resources</li></ul>   |
| <b>Client Relations and Partnerships</b>           | <ul style="list-style-type: none"><li>▪ client registration (i.e.: Client Contact Centre);</li><li>▪ advice to departments/agencies on organizational learning;</li><li>▪ outreach activities;</li><li>▪ delivery of tailored, large-scale and just-in-time learning opportunities such as conferences and events;</li><li>▪ regional delivery of School programs through a province-by-province service delivery network;</li><li>▪ international learning programs; and</li><li>▪ marketing.</li></ul>          |
| <b>Leadership and Learning Centres</b>             | <ul style="list-style-type: none"><li>▪ leadership and career development;</li><li>▪ professional and management development (public administration/management development and professional development/train-the-trainers); and</li><li>▪ official languages.</li></ul>  |
| <b>Research and University Relations</b>           | <ul style="list-style-type: none"><li>▪ basic research of contemporary governance, public administration, management, leadership and learning;</li><li>▪ applied and action research on pressing public sector challenges; and</li><li>▪ university and community colleges relations, negotiations and accreditation.</li></ul>   |
| <b>Knowledge Management and Advanced Education</b> | <ul style="list-style-type: none"><li>▪ expertise in adult learning and learning delivery methods including computer-assisted learning and distance learning (e.g.: web-casting and videoconferencing);</li><li>▪ knowledge management expertise (i.e.: management information, client intelligence, intellectual asset management and knowledge &amp; expertise sharing);</li><li>▪ learner/learning evaluation, assessment and certification; and</li><li>▪ library/e-library and records management.</li></ul> |

The CSPS organization is aligned with the 2004–2005 Program Activity Architecture as follows:

CSPS Organization Elements by Sub-Activity	CSPS Program Activities		
	Develop, Manage and Disseminate Knowledge Products	Manage the Provision of Learning Services	Corporate Services
President and Directors General <ul style="list-style-type: none"> <li>▪ Policy, Planning &amp; Communication</li> <li>▪ Corporate Services</li> <li>▪ Human Resources</li> </ul>			<ul style="list-style-type: none"> <li>▪ Corporate Management</li> <li>▪ Corporate Services (Financial Services, Administrative Services and IT Services)</li> <li>▪ Human Resources</li> <li>▪ Legal Services</li> </ul>
Client Relations and Partnerships	<ul style="list-style-type: none"> <li>▪ International</li> </ul>	<ul style="list-style-type: none"> <li>▪ Client Services</li> <li>▪ Regional Service Delivery</li> </ul>	
Leadership & Learning Centres	<ul style="list-style-type: none"> <li>▪ Curriculum Content Design &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leadership/Career Development</li> <li>▪ Public Administration/Management Development</li> <li>▪ Professional Development</li> <li>▪ Official Language Training</li> </ul>	
Research & University Relations	<ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Senior Visiting Fellows</li> <li>▪ University &amp; Community Colleges Relations</li> </ul>		
Knowledge Management & Advanced Education	<ul style="list-style-type: none"> <li>▪ Knowledge Management</li> </ul>	<ul style="list-style-type: none"> <li>▪ E-Learning</li> </ul>	

## Governance

The School's governance model is described on the CSPS web site at <http://www.myschool-monecole.gc.ca/about/>. It includes:

- a **Board of Governors** that is established in legislation and responsible for the conduct and management of the School; chaired by the Clerk of the Privy Council and Secretary to Cabinet, the Board of Governors meets twice during each fiscal year, generally in December and June.

- the position of **President** which is also established in legislation; the President is the chief executive officer of the School and is responsible for supervision over and direction of the work and staff of the School.
- a **Senior Vice President** who helps oversee operations and is responsible for the Learning and Leadership Centres.
- an **Executive Committee**, which oversees the general direction and work of the School. It meets weekly and also conducts special purpose meetings in October to approve strategic directions/priorities, in March to approve cluster business plans/budgets and in September and January to review progress and approve course corrections. It also meets weekly as a Policy Committee to deal with key issues such as curriculum review, human resources, strategic information management/information technology et cetera.
- an **Internal Audit and Evaluation Committee** to oversee the application of the School's Internal Audit and Evaluation policies. The Committee is responsible for establishing the annual internal audit and evaluation plans, overseeing all internal audit and evaluation work within the School and providing advice and recommendations to Executive Committee on the results of audits and evaluations and the appropriate follow-up action. The Committee meets at least twice a year, in advance of Board of Governor meetings.
- a **Management Committee** to assist with the operations of the School; the Committee meets twice per year; in December, to inform managers of the Board's decisions on strategic directions and priorities for the coming year; and in June, to provide information on subsequent Board decisions and to provide a forum for discussion of progress in implementing priorities.

**Table 1: Comparison of Planned to Actual Spending and Full Time Equivalents**

(\$ thousands)	2002-03 Actual	2003-04 Actual	2004-2005			
			Main Estimates	Planned Spending	Total Authorities (note 1)	Actual
Canada School of Public Service	32,519	34,466	29,341	77,568	85,591	79,448
<b>Total</b>	<b>32,519</b>	<b>34,466</b>	<b>29,341</b>	<b>77,568</b>	<b>85,591</b>	<b>79,448</b>

<b>Total</b>						
Less: Non-Respendable revenue	7,500	9,000	12,000	12,000	12,000	12,000
Less: Respendable revenue (pursuant to section 18(2) of the CS Act)	4,243	3,704	-	13,995	15,271	11,496
Plus: Cost of services received without charge	2,016	2,477	-	2,851	-	7,256
<b>Net cost of Department</b>	<b>22,792</b>	<b>24,239</b>	<b>17,341</b>	<b>54,424</b>	<b>58,320</b>	<b>63,208</b>

<b>Full Time Equivalents</b>	<b>207</b>	<b>240</b>	<b>600</b>	<b>733</b>
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Note 1: Includes Main Estimates (from the Canadian Centre for Management Development only), Supplementary Estimates and other authorities. Includes adjustments in 2004-2005 for the Canada School of Public Service, to include the Public Service Commission's Training and Development Canada and Language Training Canada.

Note 2: Planned Spending, Total Authorities and Actual Spending are based on the complete CSPS structure. Figures in the table are adjusted to include internal activities and to group them into the two strategic outcomes presented in the 2004-05 Report on Plans and Priorities. Previous fiscal years and Main Estimates figures are based on the CCMD structure transposed into the strategic outcome setting.

**Table 2: Use of Resources by Business Lines (or Program Activities)**

2004–2005 (\$ thousands)								
	Budgetary						Plus: Non-Budgetary	Total
	Operating	Capital	Grants and Contributions	Total: Gross Budgetary Expenditures	Less: Respendable Revenue	Total: Net Budgetary Expenditures	Loans, Investments and Advances	
Main Estimates	29,166	-	175	29,341	-	29,341	-	29,341
<i>Planned Spending</i>	77,393	-	175	77,568	13,995	63,573	-	63,573
Total Authorities	85,416	-	175	85,591	15,271	70,320	-	70,320
<i>Actual Spending</i>	79,284	-	164	79,448	11,496	67,952	-	67,952

**Table 3: Voted and Statutory Items**

Vote or Statutory Item	Truncated Vote or Statutory Wording	2004–2005 (\$ thousands)			
		Main Estimates	Planned Spending	Total Authorities (note 1)	Actual
26	Operating expenditures (note 2)	27,534	58,213	63,094	60,737
n/a	Capital expenditures	-	-	-	-
26	Contributions	175	175	175	164
(S)	Contributions to employee benefit plans	1,632	5,185	7,051	7,051
(S)	Spending of revenues (note 3)	-	13,995	15,271	11,496
	<b>Total</b>	<b>29,341</b>	<b>77,568</b>	<b>85,591</b>	<b>79,448</b>

Note 1:

- Includes Main Estimates, Supplementary Estimates and other authorities.

Note 2:

The main difference between the vote 26 planned spending and authorities is explained as follows:

Employee benefit plan adjustments related to salary covered by revenues	2,992
New authorities:	
Carry Forward Canadian Centre for Management Development (CCMD)	1,116
Carry Forward Public Service Commission (PSC)	869
Public Service Modernization Act (PSMA)	2,831
Collective Agreements	200
Official Language Action Plan (OLAP) Integrity	15
	<u>8,023</u>

Note 3:

This represents the additional revenues made in surplus of the non-respendable revenues.

Non-respendable revenues	12,000
Respendable revenues	15,271
2004-2005 total revenues	<u>27,271</u>

- The variance of \$3,775 between the Total Authorities and the Actual will be spent in year two (i.e. 2005-2006) according to section 18(2) of the Canada School of Public Service Act.

Note 4:

The difference of \$6,146 between Actuals and Total Authorities is explained as follows:

Employee benefit plan adjustments related to salary covered by revenues	2,349
Revenue carry-over (from 2004-2005 to 2005-2006)	3,775
Operating budget lapse	<u>22</u>
	6,146

**Table 4: Net Cost of Department**

<b>(\$ thousands)</b>	<b>2004–2005</b>
Total Actual Spending	79,448
<i>Plus: Services Received without Charge</i>	
Accommodation provided by Public Works and Government Services Canada (PWGSC)	5,249
Contributions covering employers' share of employees' insurance premiums and expenditures paid by TBS (excluding revolving funds)	2,007
Worker's compensation coverage provided by Social Development Canada	-
Salary and associated expenditures of legal services provided by Justice Canada	-
<i>Less: Non-responsible Revenue</i>	12,000
<i>Less : Responsible Revenue (spent in 2004-05)</i>	11,496
<b>2004–2005 Net cost of Department</b>	<b>63,208</b>

**Table 5: Sources of Respendable and Non-Respendable Revenue**

**Respendable Revenue**

(\$ thousands)	Actual 2002-03	Actual 2003-04	2004-2005			
			Main Estimates	Planned Spending	Total Authorities	Actual
<b>Canada School of Public Service</b>						
Respendable Revenues (note 1)	4,243	3,704	-	13,995	15,271	11,496
<b>Total Respendable Revenue</b>	<b>4,243</b>	<b>3,704</b>	<b>-</b>	<b>13,995</b>	<b>15,271</b>	<b>11,496</b>

**Non-Respendable Revenue**

(\$ thousands)	Actual 2002-03	Actual 2003-04	2004-2005			
			Main Estimates	Planned Spending	Total Authorities	Actual
<b>Canada School of Public Service</b>						
Authorized Revenues (note 2)	7,500	9,000	12,000	12,000	12,000	12,000
<b>Total Non-Respendable Revenue</b>	<b>7,500</b>	<b>9,000</b>	<b>12,000</b>	<b>12,000</b>	<b>12,000</b>	<b>12,000</b>

Note 1:

- Spending of revenues pursuant to section 18(2) of the Canada School of Public Service Act.
- The \$3,775 variance between the Total Authorities and the Actual will be spent in year two (i.e. 2005-2006)

Note 2:

- The Canada School of Public Service received in 2004-2005 an authority for an amount of \$12 million of non-respendable revenues based only on the Canadian Centre for Management Development (CCMD) revenues forecast.
- The School generated a total of 27.3M\$ of revenues, the variance of \$15.3M comes from the revenues of Training and Development Canada and Language Training Canada.



**Table 6: Resource Requirements by Branch/Sector Level**

2004-2005 (\$ thousands)		
Organization	Canada School of Public Service	Total
<b>President's Office Cluster</b>		
Main Estimates	488	488
Planned Spending	489	489
Total Authorities	651	651
Actual Spending	575	575
<b>Human Resources Cluster</b>		
Main Estimates	824	824
Planned Spending	1,353	1,353
Total Authorities	1,556	1,556
Actual Spending	2,486	2,486
<b>Research and University Relations Cluster</b>		
Main Estimates	2,203	2,203
Planned Spending	2,206	2,206
Total Authorities	2,403	2,403
Actual Spending	1,825	1,825
<b>Knowledge Management and Advanced Education Cluster</b>		
Main Estimates	4,704	4,704
Planned Spending	5,391	5,391
Total Authorities	6,381	6,381
Actual Spending	5,440	5,440
<b>Client Relations and Partnerships Cluster</b>		
Main Estimates	2,333	2,333
Planned Spending	12,980	12,980
Total Authorities	15,250	15,250
Actual Spending	16,025	16,025
<b>Policy, Planning and Communications Cluster</b>		
Main Estimates	1,006	1,006

Planned Spending	1,026	1,026
Total Authorities	1,204	1,204
Actual Spending	1,222	1,222
<b>Corporate Services Cluster</b>		
Main Estimates	5,600	5,600
Planned Spending	8,210	8,210
Total Authorities	8,998	8,998
Actual Spending (Note 1)	15,256	15,256
<b>Leadership and Learning Centres Cluster</b>		
Main Estimates	12,183	12,183
Planned Spending	45,914	45,914
Total Authorities	49,148	49,148
Actual Spending (Note 2)	36,618	36,618
<b>Total</b>		
Main Estimates	29,341	29,341
Planned Spending	77,568	77,568
Total Authorities	85,590	85,590
Actual Spending	79,448	79,448

Note 1:  
Includes: centrally managed expenditures.

Note 2:  
Actual Spending amount is lower than the total authorities mostly because a portion of earned revenues was redistributed to the support groups (ex. corporate services, human resources).

**Table 7: Financial Statements of Departmental Corporations and Agents of Parliament**

**Canada School of Public Service**

**Management Responsibility for Financial Statements**

Responsibility for the integrity and objective of the accompanying financial statements for the year ended March 31, 2005 and all information contained in this report rests with the management of the Canada School of Public Service (CSPS).

The accompanying statements of the Canada School of Public Service (CSPS) have been prepared in accordance with Treasury Board of Canada Standards based on Canadian generally accepted accounting principles, with management's best estimates and judgements where appropriate. These statements should be read within the context of the significant accounting policies set out in the Notes. The CSPS maintains a set of accounts which provides a centralized record of its financial transactions, to fulfill its accounting and reporting responsibilities. Financial information contained in the departmental statements and elsewhere in the Public Accounts of Canada is consistent in all material respects with these financial statements.

Management has developed and maintains books, records, internal controls and management practices, designed to provide reasonable assurance that Government's assets are safeguarded and controlled, resources are managed economically and efficiently in the attainment of corporate objectives, and that transactions are in accordance with the *Financial Administration Act* and regulations as well as School policies and statutory requirements.

APPROVED BY:



**Ruth Dantzer**

**President and CEO**



**Bill Doering**

**Director General  
Corporate Services  
Senior Financial Officer**



**Yves Tellier, CMA**

**Director, Financial Services  
Senior Full-Time Financial  
Officer**

**Canada School of Public Service  
Statement of Financial Position (unaudited)  
as at March 31, 2005**

	<b>Current Year Actual</b>
<b>ASSETS</b>	
<b>Financial Assets</b>	
Cash	\$8,712
Receivables and Advances (Note 10)	1,666,767
<b>Total Financial Assets</b>	<u>1,675,479</u>
<b>Non-Financial Assets</b>	
Prepayments	0
Inventories not for Re-Sale	121,583
Capital Assets (Note 5)	2,300,822
<b>Total Non-Financial Assets</b>	<u>2,422,405</u>
<b>Total Assets</b>	<u>4,097,884</u>
<b>LIABILITIES</b>	
Accounts Payable and Accrued Liabilities	\$19,250,195
Allowances for employee benefits	1,975,037
Suspence accounts	1,653
Specified purpose and other liability accounts	13,787
<b>Total Liabilities</b>	<u>21,240,672</u>
<b>NET LIABILITIES (Note 6)</b>	<u>(17,142,788)</u>
<b>Total Liabilities and Net Assets</b>	<u>\$4,097,884</u>

**Canada School of Public Service  
Statement of Operations and Net Liabilities (unaudited)  
as at March 31, 2005**

	<b>Current Year Actual</b>
<b>Revenues</b>	
Sales of Goods and Services	\$27,273,565
Other Non-Tax Revenue	7,531
<b>Total Revenues</b>	<u><b>\$27,281,096</b></u>
<b>Expenses</b>	
Salaries and Wages	\$40,158,146
Employee Benefit Plan	7,050,784
Professional and Special Services	18,587,386
Transportation and Communication Information	2,671,209
Amortization (Note 3)	1,228,045
Utilities, Materials and Supplies	556,769
Purchased Repair and Upkeep	4,146,304
Rentals	792,769
Loss On Disposal of Assets	1,696,718
Miscellaneous Expense	0
<b>Total Expenses</b>	<u><b>\$79,968,023</b></u>
<b>Net Operating Results</b>	<b>(\$52,686,927)</b>
Transfer payment	164,000
Other Expenses	7,271,795
<b>Net Results</b>	<u><b>(\$60,122,722)</b></u>
<b>Net Liabilities, Beginning of the Year</b>	<b>(5,980,756)</b>
<b>Net Cash Provided by Government</b>	<b>41,704,307</b>
<b>Services Provided Without Charge ( Note 12 )</b>	<u><b>7,256,383</b></u>
<b>Net Liabilities, End of Year</b>	<u><b>(\$17,142,788)</b></u>

**Canada School of Public Service  
Statement of Cash Flows (unaudited)  
As at March 31, 2005**

	<b>Current Year Actual</b>
<b>Operating Activities</b>	
<b>Net Results</b>	<b>\$60,122,722</b>
<b>Non-Cash Items Included in Net Results</b>	
Amortization of Assets	556,769
Employee Severance Pay	0
Loss on Disposal of Capital Equipment	0
Services provided without charge	<u>7,256,383</u>
	<b>\$7,813,152</b>
<b>Statement of Financial Position Adjustments</b>	
Change In Liabilities	12,437,525
Change In Receivables, Advances, Prepayments, and Inventories	<u>(1,250,768)</u>
	<u>\$11,186,757</u>
<b>Cash Used in Operating Activities</b>	<b>\$41,122,813</b>
<b>Investing Activities</b>	
Acquisitions of Capital Assets	<u>581,494</u>
<b>Cash Used In Investing Activities</b>	<u><b>\$581,494</b></u>
<b>Net Cash Provided By Government</b>	<u><b>\$41,704,307</b></u>

# Canada School of Public Service

## Notes to the Financial Statements (unaudited) Year ended March 31, 2005

### 1. Authority and Objectives

On April 1, 2004, amendments to the *Canadian Centre for Management Development Act* were proclaimed and the organization was renamed the Canada School of Public Service. The amended legislation, now entitled the *Canada School of Public Service Act*, continues and expands the mandate of the former organization as a departmental corporation. The School reports to the President of the Treasury Board, through a Board of Governors made up of representatives of the private and public sectors.

The objective of the School is to build and maintain a modern, high-quality, professional public service that is at the leading-edge of knowledge in modern public administration and public sector management. The School achieves this objective by employing up-to-date adult learning techniques, which provide public servants with access to the common learning opportunities they require to effectively serve Canada and Canadians.

The School also delivers on its legislative mandate by encouraging pride and excellence in public service. It does this by fostering a common sense of purpose, values and traditions. The School helps to ensure that public servants have the knowledge, competencies and skills they need to serve Canada and Canadians. The School supports the growth and development of public servants committed to the service of Canada. The School assists deputy heads in meeting their organization's learning needs; and pursues excellence in public sector management and public administration.

### 2. Significant Accounting Policies

The Statement of Financial Position, the Statement of Operations Net Assets, and the Statement of Cash Flows have been prepared in accordance with the reporting requirements and standards established by the Receiver-General for Canada for departmental corporations. The most significant accounting policies are as follows:

- (a) All revenues and expenditures are recorded on an accrual basis, except normal termination benefits, vacation pay and compensatory leave which are recorded on the cash basis.
- (b) The CSPA is primarily financed by the Government of Canada through Parliamentary appropriations. Appropriations provided to CSPA do not parallel financial reporting according to generally accepted accounting principles. They are based in a large part on cash flow requirements.

Consequently, items recognized in the Statement of Operations and the Statement of Financial Position is not necessarily the same as those provided through appropriations from Parliament. Note 4 (a) to these financial statements provide information regarding the source and disposition of these authorities. Note 4 (b) provide a high-level reconciliation between the two bases of reporting. Note 4 (c) presents the reconciliation of Net Cash Provided by Government.

- (c) Revenues are accounted for in the period in which the underlying transaction or event occurred that gave rise to the revenues. Revenues that have been received but not yet earned are disclosed in Statement of Financial Position as Deferred Revenue.
- (d) Employee severance benefits are calculated using the information derived from the results of the actuarial determined liability for employee severances benefits for the Government as a whole. Employee severance benefits on cessation of employment represent obligations of the CSPS that are normally funded through the Treasury Board.
- (e) Vacation pay and overtime are expensed in the year that the entitlement occurs.
- (f) Contributions to Superannuation plans are recognized in the period that the contributions are made. Actuarial surpluses or deficiencies are not recorded in the School's books but are recognized in the financial statements of the Government of Canada.
- (g) Receivables are stated at amounts expected to be ultimately realized. A provision is made for receivables where recovery is considered uncertain.
- (h) Inventories for re-sale - these are valued at the lower of cost and net realizable value.
- (i) Allowances for loans, investments and advances - except for loans related to repayable contributions, allowances for collectibility, significant concessionary terms and risk of loss are not recorded in departmental financial statements but are recorded centrally by Treasury Board Secretariat for inclusion in the government-wide financial statements.
- (j) Inventories not for re-sale - these comprise spare parts and supplies that are held for future program delivery and are not intended for re-sale. They are valued at cost. If they no longer have service potential, they would be valued at the lower of cost or net realizable value
- (k) Foreign currency transactions - transactions involving foreign currencies are translated into Canadian dollar equivalents using rates of exchange in effect at the time of those transactions. Assets and liabilities denominated in foreign currencies are translated using exchange rates in effect on March 31st.



### 3. Changes in accounting policies

This is the first year of operation for the Canada School of Public Service. A set of financial statements including a Statement of Financial Position, Statement of Operations and a Statement of Cash Flows has been prepared on a full-accrual accounting basis. It is neither practical nor possible for the Canada School of Public Service to show comparative amounts because the information is not available and any estimation of previous years would not be able to be substantiated with any degree of precision.

The Canada School of Public Service since its inception on April 1, 2004, have made changes in its accounting policy for capital assets. The first is the reduction of the threshold value of assets to be capitalized from ten thousand dollars (\$ 10,000.00) to five thousand dollars (\$ 5,000.00). The second change is the revision of amortization periods for certain key assets such as vehicles, microcomputers, purchased and self developed computer software, office equipment and furniture, and electronic office and training equipment. Rapid advances in technology of these electronic goods have affected their useful life to the School. The final change was the addition of a new assets class. This concerned the addition of a new capital class for Other Information Equipment.

ASSET CLASS	AMORTIZATION PERIOD (years)		
	From CCMD	From PSC	From CSPS
Motor Vehicle	4	6	4
Informatics Hardware	5	5	5
Informatics Software Purchased	7	3	3
Informatics Software Built-in	7	3	6
Office Equipment (including furniture)	5	17	7
Training Equipment	10	10	5
Mail Handling Equipment	10	10	10
Leasehold Improvements	20	10	10
	Of term of lease	Of term of lease	Of term of lease

#### 4. Parliamentary Appropriations

<b>a) Reconciliation to Parliamentary Appropriations Voted</b>		<b>Current Year Actual</b>
<b>Parliamentary Appropriation Voted:</b>		
Vote 26 - CSPS Operating Expenditures		\$57,306,200
Supplementary Vote 26a		3,068,513
Supplementary Vote 26b		2,657,000
Transfer Treasury Board Vote 15		237,000
<b>Total Parliamentary Appropriations Voted</b>		<b>\$63,268,713</b>
<b>Less: Lapsed Appropriations</b>		<u>2,367,621</u>
		<b>\$60,901,092</b>
<b>Statutory Authorities:</b>		
Spending of proceeds from disposal of surplus Crown Asssets		0
Spending of revenues pursuant to subsection 18(2) of the Canada School of Public Service Act		11,496,027
Contributions to employee benefit plans		<u>7,050,784</u>
<b>Total Statutory Authorities Used</b>		<b>\$18,546,811</b>
<b>Total Authorities Used</b>		<b>\$79,447,903</b>

<b>b ) Reconciliation of Net Results to Appropriation Used as at March 31, 2005</b>		<b>Current Year Actual</b>
<b>Net Results</b>		<b>\$60,122,722</b>
<b>Adjustments for Items Not Affecting Appropriations</b>		
Less		
	Services Provided Whitout Charge	7,256,383
	Amortization	556,769
	Allowance for vacation pay	689,124
	Allowance for time off in lieu	42,464
	Prepayments	0
	Loss on Disposal of Assets	0
		<b>\$8,544,740</b>
Add		
	Spending of Cost Recovery	27,281,096
	Refund of Prior Years Expenditures	0
		<b>\$27,281,096</b>
<b>Adjustments for Items Affecting Appropriations</b>		
Add		
	Capital Acquisitons	581,494
	Receivables and Advances	1,719
	Inventory Purchased	5,612
	Leasehold Improvements	0
		<b>\$588,825</b>
Less		
	Proceeds from the Disposal of Surplus Crown Assets	0
	Non-Tax Revenue	0
		<b>\$0</b>
<b>Total Appropriations Used</b>		<b>\$79,447,903</b>

## 5. Capital Assets

Asset Class	Historical Cost April 1, 2004	Additions	Disposals	Current Year Amortization	Accumulated Amortization March 31, 2005	Net Book Value March 31, 2005
Other equipment incl. furniture	196,649	6,550		51,951	168,174	35,025
Tools & equipment	463,722			135,718	343,063	120,659
Informatics hardware	939,636	453,038		107,675	702,377	690,297
Infomatics software	1,517,458	121,906		236,050	337,208	1,302,156
Motor vehicules	23,905			8,466	9,960	13,945
Leasehold improvements	169,090			16,909	30,350	138,740
<b>Total</b>	<b>3,310,460</b>	<b>581,494</b>	<b>0</b>	<b>556,769</b>	<b>1,591,132</b>	<b>2,300,822</b>

## 6. Net Assets/Liabilities

The Government includes in its revenues and expenses, the transactions of certain consolidated accounts established for specified purposes. Legislation requires that the revenues of these specified purpose accounts be earmarked, and that related payments and expenses be charged against such revenues. The transactions do not represent liabilities to third parties but are internally restricted for specific purposes.

	Current Year
Internally restricted - Specified Purpose Account	<u>\$13,787.00</u>
Total Internally Restricted Net Liabilities	\$13,787.00
Unrestricted Net Liabilities	<u>\$17,129,001.00</u>
Total Net Assets	<u><u>\$17,142,788.00</u></u>

## 7. **Contingent liabilities**

In the normal course of its operations, CSPS becomes involved in various legal actions. Some of these potential liabilities may become actual liabilities when one or more future events occur or fail to occur. To the extent that the future event is likely to occur or fail to occur, and a reasonable estimate of the loss can be made, an estimated liability is accrued and an expense recorded on the government's consolidated financial statements. These estimated liabilities are not recognized on the School's financial statement as a liability until the amount of the liability is firmly established.

## 8. **Measurement uncertainty**

The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, revenues and expenses reported in the financial statements. At the time of preparation of these statements, management believes the estimates and assumptions to be reasonable. The most significant item where estimates are used is amortization of capital assets.

## 9. **Related Party Transactions**

The Canada School of Public Service is related in terms of common ownership to all Government of Canada departments, and Crown Corporations. The Canada School of Public Service enters into transactions with these entities in the normal course of business and on normal trade terms applicable to all individuals and enterprises except that certain services, as defined previously, are provided without charge.

## 10. **Receivables and Advances**

	2005
GST	\$74,312.00
Other Government Departments	\$1,326,125.00
External Parties	\$239,074.00
Advances to Employees	<u>\$27,256.00</u>
<b>Total</b>	<b>\$1,666,767.00</b>

## 11. Commitments

The nature of CSPS's activities results in some large multi-year contracts and obligations. CSPS will be committed to make some future payments when the services/goods are rendered. Major commitments that can be reasonably estimated are as follows:

	Year 1 (\$ 000)	Year 2 (\$ 000)	Year 3 (\$ 000)	Year 4 (\$ 000)
Loans and advances	0	0	0	0
Transfer payments	0	0	0	0
Acquisition of capital assets	0	0	0	0
Acquisition of other goods and services	0	0	0	0
Operating leases	0	0	0	0
Other	0	0	0	0
Total	nil	nil	nil	nil

## 12. Services Provided Without Charge

Services provided without charge by other government departments are recorded as operating expenses. The following are the more significant types of service provided without charge but recorded as operating expenses: accommodation and banking services provided by Public Works and Government Services Canada - \$5,249,484; contributions covering employer's share of employees insurance premiums and costs paid by Treasury Board Secretariat - \$2,006,899.

**Table 8: Response to Parliamentary Committees, Audits and Evaluations for FY2004–2005**

**Response to Parliamentary Committees**

The School did not receive any Parliamentary Committee recommendations in 2004-2005.

**Response to the Auditor General**

**2004 Report of the Commissioner of the Environment and Sustainable Development  
Chapter 4: Assessing the Environmental Impact of Policies, Plans, and Programs  
[ <http://www.oag-bvg.gc.ca/> ]**

4.85 Recommendation. The Canada School of Public Service should assess how the Cabinet Directive on the Environmental Assessment of Policy, Plan and Program Proposals could be referenced in the courses it offers to senior managers in the federal public service. At the very least, all policy courses should refer to the directive.

Government's response. The Canada School of Public Service (which includes the former Canadian Centre for Management Development) has completed a preliminary assessment, which shows that the directive may be referenced in about 11 courses – including 6 policy courses – in the curricula of the School's Leadership, Public Administration and Professional Development Centres.

The courses are the following: From Modern Comptrollership to the Management Accountability Framework, Integrated Risk Management, Challenges of Public Policy Development: An Overview, Leading Policy, Orientation to Public Policy Development, Orientation to Public Policy Implementation, Public Policy Development – Intermediate Level, Public Policy Implementation – Intermediate Level, Green Procurement: A Sustainable Development Approach, Disposal of Surplus Moveable Crown Assets and Investment Recovery, and Procurement and Material Policy Framework.

Following a final assessment to be done this autumn of how the directive can be referenced or otherwise dealt with in the candidate courses, changes will be made to either content and/or materials to ensure the directive is referenced or dealt with in the fiscal year 2004–05 in up to 11 candidate courses. In some courses such changes, though thought to be relatively low cost, may be subject to the availability of funds.

Timeline for completion of action(s): March 2005

Status: Completed

**External Audits or Evaluations**

No external audits or evaluations of School activities were completed in 2004–2005.

**Internal Audits or Evaluations**

Audit/Evaluation of the Learning and Innovation Seed Fund Pilot Project

The former Canadian Centre for Management Development, now the Canada School of Public Service, launched the Learning and Innovation Seed Fund in February 2003 as a pilot project. With the support of 27 federal departments and agencies, the fund sought submissions from employees of the participating departments and agencies on innovative ideas for service delivery, use of technology, knowledge creation and knowledge transfer.

The audit/ evaluation report was forwarded to Treasury Board Secretariat to fulfill the requirement to evaluate the pilot project and to the Analysis and Liaison Branch of the Internal Audit Directorate of the Treasury Board Secretariat. The report and the CSPS Internal Audit and Evaluation Committee Response are available on the CSPS web site at [http://www.myschool-monecole.gc.ca/about/reports\\_e.html](http://www.myschool-monecole.gc.ca/about/reports_e.html).

**Table 9: Procurement and Contracting**

Department/Agency:	
Points to address:	Organization's input:
<p>1. Role played by procurement and contracting in delivering programs</p>	<p>Procurement and contracting play a central role in the program delivery of the School. Procurement allows the School to obtain essential materials such as supplies to support its classroom activities while contracting allows the School to retain special resources such as teachers to support the learning activities of federal public servants.</p> <p>Procurement Services provides advice and guidance to managers and program coordinators to assist them in obtaining the goods and services they require. Goods and services are acquired through competitive processes – on MERX as well as call-ups against established internal and external standing offers – and through sole-sourced means when justified. Procurement Services is also responsible for the ongoing education of CSPS personnel on procurement rules and practices.</p>
<p>2. Overview of how the department manages its contracting function.</p>	<p>Procurement Services provide advice and suggestions to CSPS managers. Managers are responsible however for the goods and services they acquire and are required to complete and sign a <i>Contract Request and Justification Form</i> and, in the case of sole-source transactions, to provide a sole-source justification.</p> <p>Organizationally, contracting and procurement activities are the responsibility of CSPS Finance, where there is continuous interaction between the budgetary, procurement, contracting and accounts payable functions.</p>
<p>3. Progress and new initiatives enabling effective and efficient procurement practices.</p>	<p>Consistent with the Treasury Board/PWGSC <i>Way Forward</i> initiative, the School promotes the use of existing PWGSC standing offers as well as existing internal standing offers established by CSPS that respond to the School's unique course development and facilitation requirements.</p> <p>CSPS training and procedures are in place to manage/monitor sole-source activity levels by encouraging personnel to plan ahead for acquisitions and by requiring and evaluating sole-source justifications.</p> <p>Work is ongoing, as part of the <i>Common Shared Services</i> initiative, to ensure CSPS procurement practices are efficient and effective.</p>



## Table 10: Travel Policies

### Comparison to the TBS Special Travel Authorities

<b>Travel Policy of the Canada School of Public Service</b> The Canada School of Public Service follows the TBS Special Travel Authorities.
<b>Authority:</b>
<b>Coverage:</b>
<b>Principal difference(s) in policy provisions:</b>
<b>Principal financial implications of the difference(s):</b>

### Comparison to the TBS Travel Directive, Rates and Allowances

<b>Travel Policy of the Canada School of Public Service:</b> The Canada School of Public Service follows the TBS Travel Directive, Rates and Allowances.
<b>Authority:</b>
<b>Coverage:</b>
<b>Principal difference(s) in policy provisions:</b>
<b>Principal financial implications of the difference(s):</b>

## **SECTION IV – OTHER ITEMS OF INTEREST**

## **Other Items of Interest**

### **Program Activity: Corporate Services**

The Corporate Services activity is the source of corporate management and finance, human resources, administration, information technology and legal services, which support the main program activities of the School.

The successful implementation of systems, processes and the infrastructure to support the School is the *raison d'être* for Corporate Services. Considerable progress was made in 2004–2005 despite in-year resource pressures and the need to reallocate funding, which contributed to scope changes to and delays of several initiatives such as the completion of the learner registration system and web site and the harmonization of our information management and technology platforms.

<b>Proposed Expected Result</b>	Excellence in the provision of corporate services.
<b>Proposed Measure</b>	Feedback from clients (internal) and central agency colleagues.

In addition to the work to support *PSMA* implementation, significant accomplishments in 2004–2005 include:

- started the development of a new financial framework with the aim of providing for the long term financial integrity and sustainability of the School;
- conducted relativity studies to update job descriptions and classifications of all School positions in the administrative support group and executive group; analyzed employee demographic data and developed an initial human resources strategy and succession planning strategy;
- developed a CSPA management improvement action plan as part of the commitment to strengthen internal management practices consistent with modern comptrollership principles and:
  - completed a comprehensive review and update of the School's financial management, human resources management, asset management, information management, planning/performance management, security management and overhead policies;
  - trained all CSPA managers and administrative support personnel on the delegation of signing authority, contracting, travel and hospitality policy requirements;
  - completed Phase I: Risk Identification in the development of a CSPA corporate risk profile; and,
  - initiated a study on pricing/costing as part of an examination of the affordability of CSPA products and services and of planning to position the School for the

- future – the costing template developed will be piloted by the Leadership and Learning Centres in 2005–2006.
- ongoing portfolio coordination with TBS and PSHRMAC, including communications support for the Minister with respect to the School’s role in the portfolio; and
  - ongoing internal communications activities to ensure strategic directions, priorities and Ministerial messages are transmitted throughout the School.

## Other References

The following provide useful links to the School’s website as well as important documents/publications.

### Selected Websites

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Canada School Public Service	<a href="http://www.myschool-monecole.gc.ca">http://www.myschool-monecole.gc.ca</a>
Treasury Board Secretariat	<a href="http://www.tbs-sct.gc.ca">http://www.tbs-sct.gc.ca</a>
Public Service Commission	<a href="http://www.psc-cfp.gc.ca">http://www.psc-cfp.gc.ca</a>
Public Service Human Resources Management Agency of Canada	<a href="http://www.tbs-sct.gc.ca/pshrmac-agrhfpc/">http://www.tbs-sct.gc.ca/pshrmac-agrhfpc/</a>

### Selected Documents – Building Blocks of a Modern Public Service

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Continuous Learning Policy	<a href="http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/tb_856/pclpsc-pacfpc_e.asp">http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/tb_856/pclpsc-pacfpc_e.asp</a>
Values & Ethics Code	<a href="http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/TB_851/vec-cve_e.asp">http://www.tbs-sct.gc.ca/pubs_pol/hrpubs/TB_851/vec-cve_e.asp</a>
Action Plan for Official Languages	<a href="http://www.pco-bcp.gc.ca/aia/default.asp?Language=E&amp;page=actionplan">http://www.pco-bcp.gc.ca/aia/default.asp?Language=E&amp;page=actionplan</a>
Management Accountability Framework	<a href="http://www.tbs-sct.gc.ca/maf-crg/index_e.asp">http://www.tbs-sct.gc.ca/maf-crg/index_e.asp</a>
Guidance for Deputy Ministers	<a href="http://www.pco-bcp.gc.ca/default.asp?Page=Publications&amp;Language=E&amp;doc=gdm-gsm/gdm-gsm_doc_e.htm">http://www.pco-bcp.gc.ca/default.asp?Page=Publications&amp;Language=E&amp;doc=gdm-gsm/gdm-gsm_doc_e.htm</a>
<i>Public Service Modernization Act</i>	<a href="http://www.psc-cfp.gc.ca/centres/whats_new/psma_e.htm">http://www.psc-cfp.gc.ca/centres/whats_new/psma_e.htm</a>